DOCUMENT RESUME

ED 204 078 RC 012 794

AUTHOR Ross, Donald D.
TITLE Career Education and the American Indian: A Handbook for Schools Providing Services to American Indians.
INSTITUTION South Dakota Univ., Vermillion. School of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE [76]
CONTRACT G007502312
NOTE 49p.: For related documents, see ED 165 945-947 and RC 012 795.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Role; *American Indian Education; American Indians; Career Awareness; *Career Education; Counseling; Curriculum; Decision Making; Elementary Secondary Education; Models; *Program Design; *Self Concept; *Skill Development; Student Attitudes; Teacher Role; *Values
IDENTIFIERS Maslows Hierarchy of Needs; *Sioux (Tribe)

ABSTRACT

The introduction to the handbook relates Allport's assumptions about the nature of man to an American Indian (especially Sioux) view of the nature of man, as part of a career education model for American Indian children. The book begins with a discussion of values, describing Maslow's hierarchy of needs and examining a Sioux value system. The book lists six goals of career education (favorable attitudes, work appreciation, decision making skills, career choice, planning action, job knowledge and skills) and explains 10 career education objectives (awareness of self, others, culture, education, careers, and economics; decision making; beginning competency; skill development; attitudes and appreciation). The book describes a 4-step process of career education which includes development of self-concept and self-awareness, decision making skills, environmental understanding and awareness, and a relationship with the world. The elements of a career education program are explained: curriculum; information bank; information, media, and resource system; observation; guidance and counseling; educational and occupational placement; and research and evaluation. Roles and responsibilities of administrators, teachers, career education specialists, parents, and students are described. A program checklist is included. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204078

RC 01 2794

Career Education and the American Indian

A HANDBOOK FOR SCHOOLS PROVIDING SERVICES TO AMERICAN INDIANS

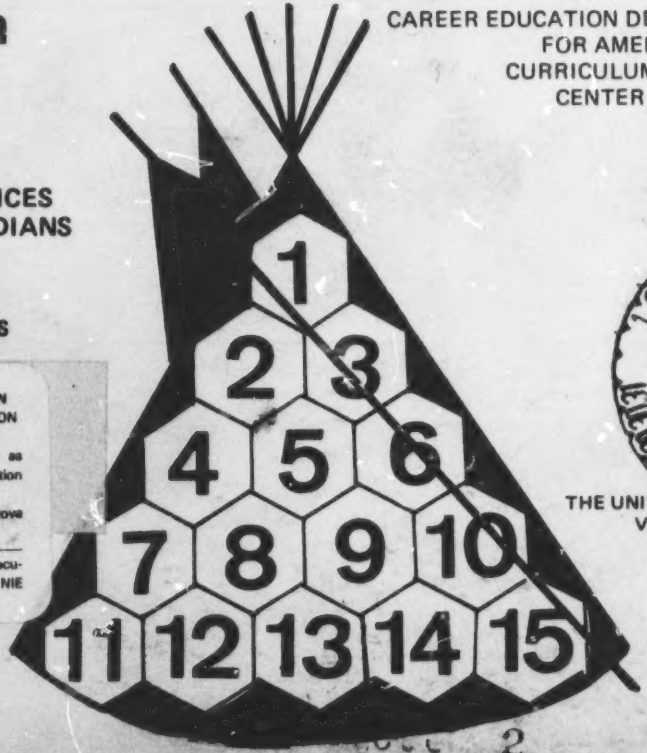
BY:
DR. DONALD D. ROSS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.



CAREER EDUCATION DEMONSTRATION PROJECT
FOR AMERICAN INDIAN CHILDREN
CURRICULUM/PERSONNEL RESOURCE
CENTER FOR INDIAN EDUCATION
SCHOOL OF EDUCATION

123456789
MAR 1980
ERIC/CRESS
RECEIVED

THE UNIVERSITY OF SOUTH DAKOTA
VERMILLION, SOUTH DAKOTA

The 15 numbers on the cover stand for the following Occupational Clusters:

1. Agri-business and Natural Resources
2. Business and Office
3. Health
4. Public Service
5. Environment
6. Communication and Media
7. Hospitality and Recreation
8. Manufacturing
9. Marketing and Distribution
10. Marine Service
11. Personal Services
12. Construction
13. Transportation
14. Consumer and Homemaking Education
15. Fine Arts

EH 5178

CAREER EDUCATION AND THE AMERICAN INDIAN

A HANDBOOK

FOR

SCHOOLS PROVIDING SERVICES TO AMERICAN INDIANS

PREPARED BY:

Dr. Donald D. Ross
Career Education Demonstration Project for American Indian Children
Curriculum/Personnel Resource
Center for Indian Education
School of Education
The University of South Dakota
Vermillion, South Dakota

[1976]

SUPERVISIONAL STAFF AND RESOURCE CONSULTANTS

Mr. Marvin Buzzard, Director
Dr. Donald D. Ross, Curriculum Development Specialist
Mr. Edison Ward, Media Specialist
Ms. Claire Lamont Strother, Bilingual Specialist
Ms. Ruby Poorman, Secretary

CONTRIBUTING RESOURCE CONSULTANTS

Dr. John F. Bryde, Professor of Educational Psychology
Dr. Loraine Webster, Assoc. Prof. of Elem. Education
Dr. Robert W. Wood, Professor of Elem. Education
Ms. Marilyn Jones, Graduate Student, Early Childhood Educ.

FORWARD

At this year's meeting of the North Central Association for Counselor Education and Supervision as well as at the national meeting of the American Personnel and Guidance Association, it was abundantly clear that the "name of the game" for some time to come is Career Education.

Some time ago, not only anticipating this ground swell, but well ahead of it, the Native American and non-Indian faculty members of the School of Education of The University of South Dakota began preparing programs in Career Education for Native American students in public, private and federal schools. This careful planning has been recognized and rewarded by the federal government in the form of a series of grants to the University of South Dakota for the training of higher education and secondary personnel to carry out the philosophy, rationale and goals of Career Education.

There is much in American Education on all levels and especially in the areas of basic beliefs concerning models of human success with which Native Americans do not agree and therefore reject. Native American people have practitioners in every vocational area offered by American Society - from "stoop labor" to physicians, lawyers and college professors. Their motivation, however, for pursuing and practicing these vocations will very often be different from that of their non-Indian professional peers. The meaning or ultimate goals they seek in these various occupations will often be different. For instance, a non-Indian will often pursue and practice a certain occupation because it will make a lot of money for him. More often than not, however, a Native American will pursue some well paid position as a means of helping and developing his people first, then as a means of support to himself.

In the history of Indian Education, then, Career Education is in a unique position to bring about a happy wedding between present occupational roles and traditional Indian beliefs about models of

human success. We are on the verge of the development of enormously important new dimensions in Indian Education. Happily, the present program is a much needed development in Indian Education by professional Indian educational personnel themselves.

John F. Bryde, Professor
School of Education
The University of South Dakota

TABLE OF CONTENTS

I. Introduction 1
II. Values 6
III. Goals 10
IV. Elements of Career Education 11
V. The Thrust of Career Education 12
VI. Objectives of Career Education 13
1. Awareness of Self 13
2. Awareness of Others 14
3. Awareness of Culture 15
4. Awareness of Education 16
5. Awareness of Careers 17
6. Awareness of Economics 18
7. Decision Making 19
8. Beginning Competency 20
9. Skill Development 21
10. Attitudes & Appreciation 22
VII. Career Education, A Process of 4 Steps 23
VIII. Elements of a Career Education Program 24
1. Curriculum Base Related to Career Education 25
2. Pupil-Personnel Information Bank 26
3. Information Media, and Resource System 26
4. Observation through direct contact 27
5. Guidance & Counseling as an Element 28
6. Educational & Occupational Placement 28
7. Research and Evaluation 29

IX. Role Responsibilities and Definitions 30
1. Administrators 31
2. Career Education Specialists 32
3. Teachers 34
4. Parents, Students, & Others 34
5. Others 35
X. SUMMARY 36

I. INTRODUCTION

Career education is a continual process in which an individual becomes aware of occupational areas; selects an area of interest; enters into some type of preparation; and finally engages in an actual occupation.

Concern for the improvement of educational services offered to Indian students in schools providing services to American Indians has been preeminent in the Bureau of Indian Affair's Division of Education. There has been a constant appraisal and evaluation of what has been accomplished. Ruth M. Underhill stated in an article included in *Education for Cultural Change:*

> Once he believed in himself because of a vision or a series of ceremonies which could make success certain. With that conviction gone, he must generate his belief almost without help. His people will not approve, for they fear and distrust the kind of success he plans . . . How can he have conviction of success? . . . We have not found the way to prepare an Indian emotionally for our version of success. We have not given him confidence . . . Such a situation is not changed over night. It will take years of effort by both whites and Indians, but at least we see in what direction the effort should trend . . .

For many years Indian individuals exhibited a limited career choice, for they entered primarily three areas of vocation: (1) teaching, (2) clerical work, and (3) nursing. Many articles and serveral books have been written in attempts to explain the "failure" of the American Indian to move into the mainstream of the larger national community. Articles, such as the one quoted in the preceding

---

[1]Ruth M. Underhill, "Indian-White Equality," *Education for Cultural Change.* (Chilocco, Oklahoma: Printing Department, 57-1953-5MO, P. 92)

paragraph by Miss Underhill, attempted to explain the enigmatic nature of the American Indian. The Institute for Government Research published a survey in 1928 which set forth broad and carefully studied recommendations for the improvement of the economic and social conditions affecting the American Indian.[2] The United States Senate of the Ninetieth Congress's Committee on Labor and Public Welfare published the Hearings before the Special Subcommittee on Indian Education in 1969, which, through the included statements, depicted a continuance of the types of problems - economical and educational - which existed in the year 1928, when the "Meriam Report" was published. It is a sad realization that a forty-year span, from 1928 through 1968, has elaspsed and no significant in-roads have been developed to establish Career Education guide-lines for schools providing instruction for the American Indian. The fact remains that American Indian individuals are still, in the main, entering three areas of vocation: (1) teaching, (2) clerical work, and (3) nursing.

The Bureau of Indian Affairs published a position paper in 1974 on Career Education which concluded:

> A large number of Indian youth do not complete high school at all, and those who complete high school, most do not complete college. There is concern for the majority of Indian youth who enter the world of work with less than adequate career preparation. Career Education is endorsed as a practical means to improve education and occupational opportunities for Indian youth.

Paragraph f(1) of Section 406, Title IV, Public Law 93-330 authorizes the Commissioner of Education to make grants to State and local educational agencies, institutions of higher education, and other nonprofit agencies and organizations to demonstrate the most effective methods and techniques in

---

[2]Lewis Meriam and Associates, *The Problem of Indian Administration.* (Baltimore, Maryland: The John Hopkins Press, 1928.)

career education and to develop exemplary career education models in which children receive appropriate career education. The Career Education Project for Indian Children was proposed in response to this direction and funded.

Career education is much more than the preparation in the knowledge and skills for a specific career, it incorporates the development of self, an awareness of others, and how the individual relates to society; and it takes cognizance of the needs of the student and the community and the job potential prevailing.

Many Indian people in America are concerned about career education. Some believe that it may be one more "trick aimed at tracking Indian youth into learning skills that school personnel decide they should learn." Indian people have a history of treats which turned out to be tricks, and therefore, if any career education program for Indian children is to be effective, it must take cognizance of those children, their cultural values, and possibly a bilingual situation. It must also be recognized that one may be bicultural and not necessarily be bilingual. Such a program must continually remind educators that "career education is a continual process" from the cradle to the grave, and not just a program in which a Guidance Counselor presents an occupational information course. It must also be remembered that though effective packets concerning the introduction of children to the various occupations may be developed, the effectivness of those packets is only as meaningful as the paper they are printed on if the concepts of (1) Awareness of self; (2) Awareness of others; (3) Awareness of careers; (4) Awareness of the value of all work; and (5) Awareness of such persons contribution to society, are not developed and continually reenforced.

Men become in great measure what they think and want themselves to be. This is a concept, which according to Royal B. Hassrick,[3] the Lakota Sioux held. This conceptualization incorporates the

[3]Royal B. Hassrick, *The Sioux.* (Norman, Okla: Univ. of Okla Press, 1964.)

proposition of "self and selflessness" - a recurring theme in the Sioux way of life.

The concepts of "self", and "selflessness" includes self-expression and self-denial. According to Hassrick, "Self-expression involves the concept of ego-preservation. In its broadest sense it includes the individual's endeavor to seek means of gratification, self-preservation, and ways of over-coming fear, including the fear of death."[4]

In reviewing the concept of the TIYOSPAYE, which by definition is a band, a division of a tribe, or a community, we find that in practice and observation it is much more. The root word is TIMA, which means **within** or **inside.** A member of the TIYOSPAYE belongs to an extended family. In this family, the essence of existence depends upon sharing. For safety, security, and sustenance of the family the individual **ego** is submerged. It is at this point that a conflict of "self" and "selflessness" presents itself. The concepts of "self," and "selflessness," and the TIYOSPAYE, along with the resulting conflicts have implications for career education program since an awareness of self and others is eminent.

With this in mind, let us take a look at some assumptions about the nature of man. Allport[5] in discussing the nature of man, suggests three psychological models. He says that man is a **reactive being;** a **reactive being in depth;** and a **being-in-the-process-of-becoming.** As a **reactive being,** man reacts to stimuli in his physical environment. He is not **proactive,** for he does not necessarily will things to happen. The environment determines his behavior. As a **reactive being in depth,** man has an unconscious life, in which his behavior is a function of things of which is is not aware. He is reactive to

[4] *Ibid.* p. x.

[5] W. W. Allport, "Psychological models for guidance," *Harvard Educational Review,* 1962, 32, 373-381.

submerged elements of his being: his environment, drives, instincts, will, and whatever else that may make up his personality. As a being-in-the-process-of-coming, man has within himself the capabilities of becoming good and sufficient in an environment that will nurture his growth. He will become in great measure what he thinks and wants himself to be.

We could go into a discussion relating each of these models to the various schools of psychology prevalent today; however, such a discussion would only lead to the final realization that these three models do have implications for the manner in which we relate to one another. And the manner in which we relate to one another is important to career education. As a **reactive being,** according to Allport, we react to one another in terms of influence, power, rewards, reinforcement, manipulation, and conditioning, and in ways which cause others to react; and thus become a part of the environment of another by providing verbal and nonverbal stimulus, and by providing positive and negative rewards as others react to our conditioning of them. And, Allport suggests that as **reactive being in depth,** we try to discover motives, and to develop insight into the "why" of our behavior, feelings, attitudes, thoughts, and values. The third model, being-in-the-process-of-becoming, is according to Allport where we relate to others in terms of nurturance and development, and as a result we try to foster climates that may produce growth in each other.

It is important to remember that though these assumptions are not necessarily verifiable in the scientific sense, they are never-the-less in some way or another at the base of all human relations. Our position here is to relate these assumptions on the nature of man to the nature of man as seen in the American Indian, and especially the Sioux, and to apply this to a Career Education Development Model for American Indian children.

II. VALUES

> "If we define the term "values" as those elements that show how a person has decided to use his life, it would be as if the first group's members knew what they valued and the members of the second group had very unclear values . . . The critical test of a person's insights is whether they provide him with a set of beliefs about himself in relation to his social and physical environment which are extensive in scope, dependable in action, and compatible with one another.[6]

There is no clear cut definition of the term "value", for values when applied to the various cultural groups through the social sciences illustrate different psychological satisfactions for needs. We may say that values are the product and the manifestation of a given culture - for they are relative to and reflective of the philosophy of a peculiar culture group and are applied to the self as an individual and as a member of a group.

Career education, which is a continuing and developing process through life, is geared to a certain extent to the needs an individual experiences. A great deal of material has been written concerning the various "drives," wants, or needs which apparently motivate man to pursue various directions in life.

Dr. A. H. Maslow developed a schema in which he described man's needs as he saw them existing in levels. These need levels are:

---

[6]Louis E. Raths, Merrill Harmin, and Sidney B. Simon, *Values and Teaching: Working with Values in the Classroom.* (Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.)

1. PSYCHOLOGICAL – which may be considered as the first level. In this level man lives to live, and other needs are put aside until his need to still his hunger has been met. Hunger is his motivation to survive. There are other physiological needs such as – rest, exercise, shelter, and protection from the elements, that man satisfies when pressed to satisfy them. We must remember that A SATISFIED NEED IS NOT A MOTIVATOR OF BEHAVIOR.

2. SAFETY NEEDS – when the various physiological needs are reasonably satisfied, man moves into another level – a level of safety. It is a level in which the needs for protection against danger, threat, deprivation, etc., present themselves.

3. SOCIAL NEEDS – when man's physiological needs are satisfied and he no longer fears about his safety and welfare, his social needs become important motivators of his behavior, He has a need to belong, to associate with others, to be accepted by others, and for giving and receiving friendship and love.

4. EGO NEEDS – man's ego needs cannot be ignored, for they are needs which relate to self-esteem and status. Associated with one's need for self-esteem are needs for self-confidence, for independence, for achievement, for competence, and for knowledge. The need for status is related to conditions of recognition, respect, and appreciation of others of "self" reputation. These needs are very rarely satisfied in *toto.*

5. SELF-FULFILL NEEDS – these are needs for realizing one's own potentialities, for continued self-development for being creative in the broadest sense of that term.[7]

---

[7]NOTE: Dr. A. H. Maslow's entire scheme and accompanying discussion may be found in his book, *Motivation and Personality* (N.Y.: Harper Bros., 1954.)

These needs are overlapping, for as one need is being satisfied, the presence of another need asserts itself. Society itself is a determiner of behavior, for as man satisfies his physiological needs he tends to develop a drive to become competitive with other man for his survival. There are times when man is blocked in his attainment of goals to satisfy his needs and this results in an elaboration of the satisfaction of other needs. He may concentrate on his social needs, and in doing so bolsters the satisfaction of his FGO NEEDS, and in the end changes his SELF-FULFILLMENT NEEDS.

Let us take our "definition" of the term value as being the product and the manifestation of a given culture, and look at the Dynamics of the Sioux as described by Dr. John F. Bryde, and which he describes as being the operative values that reflect the living culture of the American Indian.

According to Dr. Bryde, children are influenced in their attitude, goals, and modes of behavior from their parents. Their parents received their values, motives, goals, and modes of behavior from their culture. He has described the central values of the Sioux, which are derived from their culture, as being the following dynamics of Sioux behavior: (1) Physical Bravery, (2) Generosity, (3) Good Advice, (4) Individual Autonomy, and (5) Adjustment to Nature. We can apply our discussion on Allport and Maslow and the TIYOSPAYE to Dr. Bryde's description of the dynamics of the Sioux and conclude that the values of the present day Sioux are based on their needs as they react to their changing environment, and as they live in an evolutionary culture; and as they encounter a value conflict in the non-Indian community they withdraw to what is left of the culture in which they were reared. This withdrawal is highly evident according to the various drop-out studies that have been conducted.

The drop-out rate of the American Indian student in education is of vital concern. Too many are leaving the educational system deficient in the basic academic skills necessary for living in the rapidly changing society of the larger national community. Too many fail to see meaningful relationships between what they are asked to learn in school and what they will do once they are out of school. Too

many leave the educational system with a lack of adequate self-understanding. Too many lack decision-making skills to effect a smooth transition from the world of the classroom to the world of work.

The reasons for American Indians withdrawing from formal education is ponderous. A lot of time, effort, and study has been exerted by any individuals in attempts to offer explanations for possible reasons relating to the culture of the American Indian and existing structures of the educational systems. The one concluding statement for these products of research is that there are many ramifications that have to be considered. The past of the American Indian has to be considered, his culture, his concepts of self and selflessness, his values, his needs, and his place on an acculturational schema in society.

To coorelate the sociologic aspects of academic withdrawal with the pedagogic aspects is not an easy undertaking. Since this discussion is concerned with Career Education, two ideas are presented in relation to both the formal and informal structure supporting education: (1) Education for the American Indian, as well as other minorities, is not structured to meet their needs in relation to their being members of economically disadvantaged groups; and (2) the general public, including the parents and the business-industry-labor community, need to view their role in the educational process for the development of careers as a response to the needs and aspirations of students.

---

[8]John F. Bryde, *Modern Indian Psychology* (Vermillion, South Dakota: Institute of Indian Studies, 1971.)

III. GOALS

With the foregoing in mind we enter into a discussion concerning the General Goals of Career Education. The main thrust of career education is to acquaint all students, from the Kindergarten level through the higher education areas with as wide a range of knowledge pertaining to the multitudinous options that are available for them in a successful life of work.

GENERAL GOALS OF CAREER EDUCATION

Career Education should develop within the students –

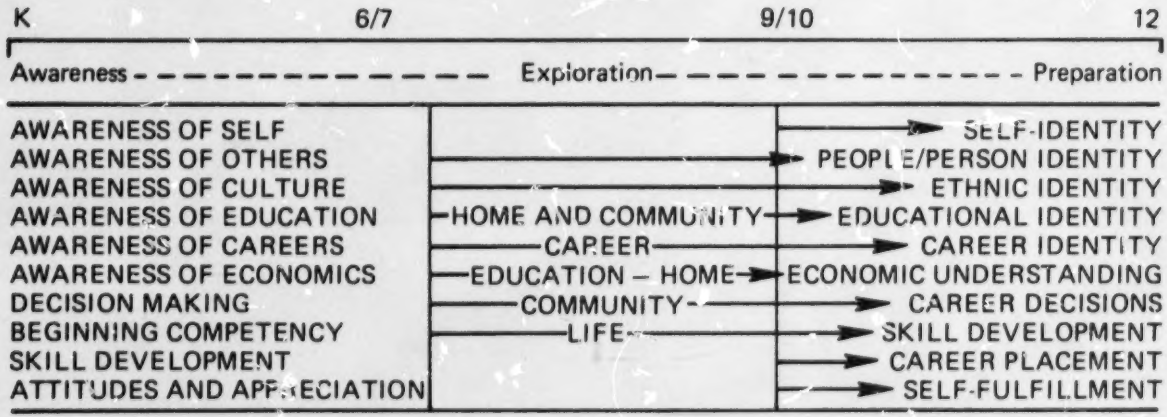
1. favorable attitudes toward the personal, psychological, social and economic significance of careers and work;
2. appreciation for the worth of all types and levels of careers and work;
3. skills in decision-making for choosing and changing career directions;
4. capability in considering career goal choices, based upon the development of self in relation on the career option range;
5. capability of mapping a course of action for self-established career goals in line with a personal map of individual needs and desires, and in line with opportunities that are available;

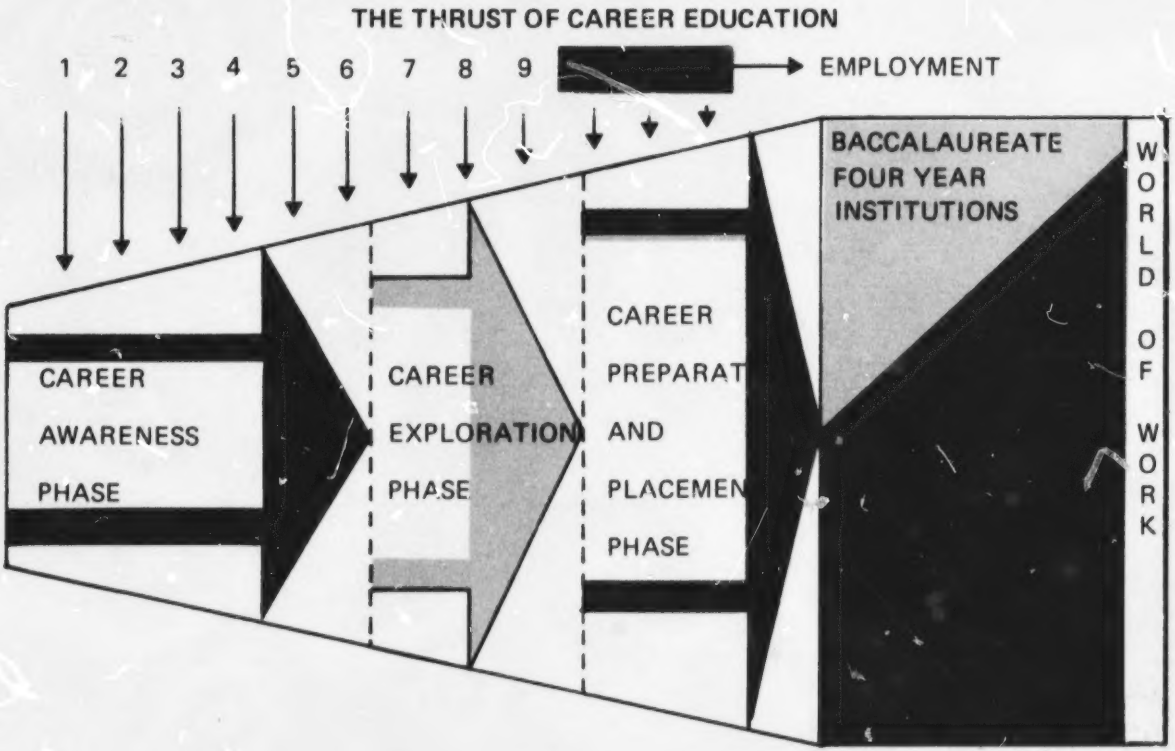
A TARGET OF ACHIEVEMENT

BEST COPY AVAILABLE

6. knowledge, skill, and attutudes necessary for success in the world of work.

ELEMENTS OF CAREER EDUCATION




THE THRUST OF CAREER EDUCATION
1 2 3 4 5 6 7 8 9
EMPLOYMENT
CAREER AWARENESS PHASE
CAREER EXPLORATION PHASE
CAREER PREPARAT AND PLACEMEN PHASE
BACCALAUREATE FOUR YEAR INSTITUTIONS
WORLD OF WORK

BEST COPY AVAILABLE

OBJECTIVES OF CAREER EDUCATION

Career education is a comprehensive educational approach to the preparation of individuals for living as fulfilled human beings in a predominately specialized society, and as such it holds to a concept of developmental process reaching through the total educational program from pre-school to the world of work. The ten elements of Career Education form the base for the following objectives.

OBJECTIVE ONE – AWARENESS OF SELF

To help American Indian students develop positive feelings about themselves as persons of worth who know themselves and who recognize and accept their feelings.

It is through these objectives that the students will accept themselves and others and will ultimately see themselves as being a part of a multipluralistic society and not apart from it.

As the student becomes aware of who he is and what he is like, he will be developing a value system that will be reasonably consistent and internalized.

WHOM AM I?

BEST COPY AVAILABLE

OBJECTIVE TWO – AWARENESS OF OTHERS

To help students in the knowledge that –

1. The relationship of others has a great deal of influence on the individual as he sees himself.
2. An awareness of others is an awareness of the influences that affect an individual's life.
3. An awareness of others in the immediate environment is an awareness of career application and the world of work.
4. Through an awareness of others the students will become more aware of their own feelings and values.
5. Everyone is influenced in different ways by different people.

A TARGET OF INFLUENCE

BEST COPY AVAILABLE

OBJECTIVE THREE – AWARENESS OF CULTURE

Modern American society is an evolutionary mosaic of cultures. This mosaic is shared in many forms - languages, customs, traditions, beliefs, religions, art, racial identity, ethnic heritage, geographic boundaries, and socioeconomic levels.

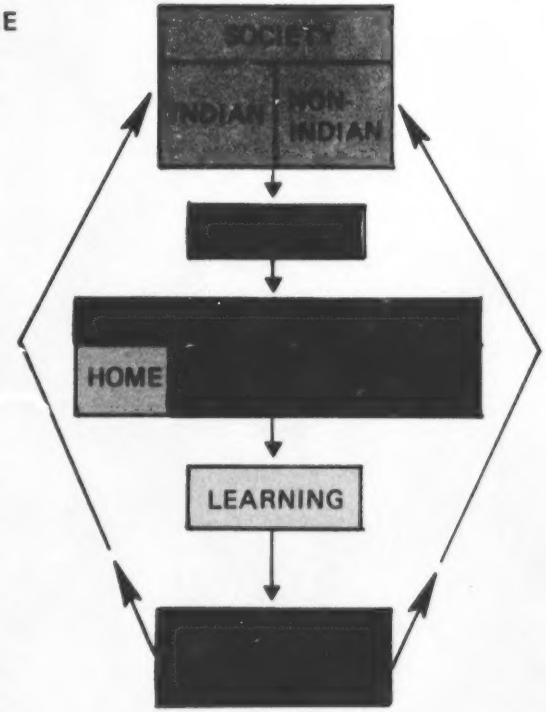
Each of the cultures which provide the tiles for this mosaic have a right to be proud of their heritage and their part in the total society.

AN AWARENESS OF CULTURE will strengthen the values of the students which are associated with their native affiliation.

An awareness of culture recognizes that all cultures have the same human needs.

PRIDE IN HERITAGE ENHANCES PRIDE IN SELF.

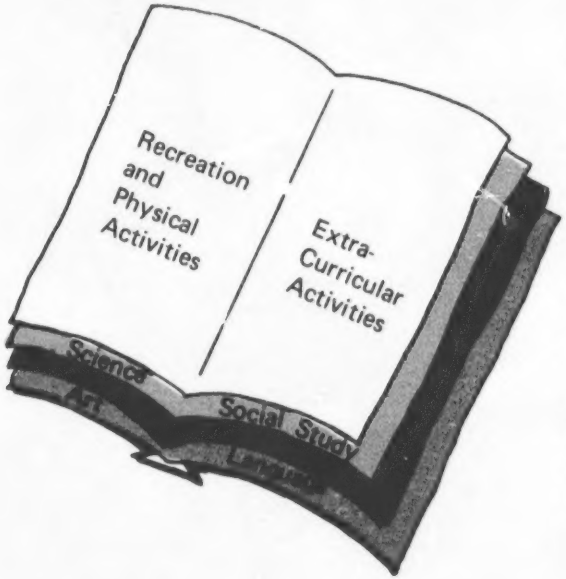
The objective then is to assit American Indian students in the realization of the above.



CYCLE OF RELEVANCE

BEST COPY AVAILABLE

OBJECTIVE FOUR – AWARENESS OF EDUCATION



AMERICAN EDUCATION

To help American Indian students become aware of the multitude of educational opportunities that are available to them as they progress in school.

To assist the students in understanding the nature of these opportunities; and the implications such opportunities hold for their careers in life.

To assist the American Indian student in distinguishing between life roles and life styles, and to perceive the relationship between the educational systems and their personal lives.

To assist the American Indian student in developing and refining a thorough understanding of the part education and training play in relation to the real world of now and the changing world in which he will live.

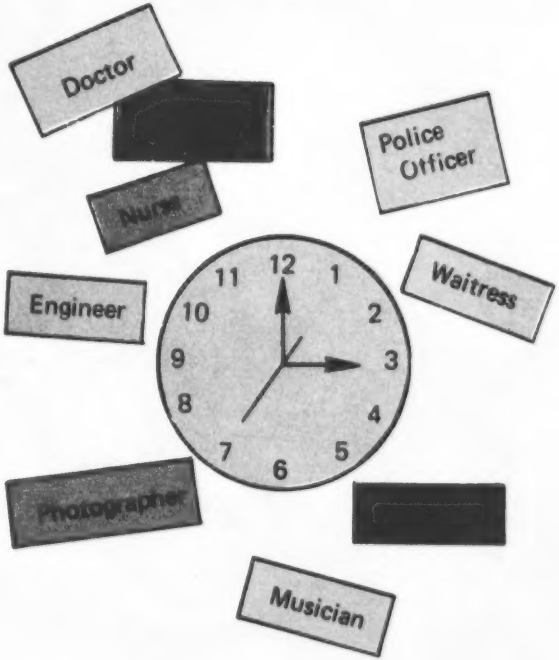
OBJECTIVE FIVE – AWARENESS OF CAREERS

To help students become acquainted with the concepts of work, time, and savings, and the variety of occupations in which people are employed, and the different patterns people follow in developing careers.

To assist the student in becoming acquainted with the broad range of careers which are available in his immediate community, the extended community, and society-at-large.

To initiate the student in an active career exploration and preparation that will lead him to a career identity.

The ultimate career identity that the individual assumes reflects his selection of an appropriate role or roles within the world of work.



WHAT TIME IS A GOOD TIME TO DECIDE?

OBJECTIVE SIX – AWARENESS OF ECONOMICS

To help the American Indian student expand his economic awareness, by exploring the basic economic system of the United States, and to become acquainted with the social and economic changes that are occuring.

This is a special and crucial area for the American Indian Student, since he needs to become acquainted with those conceptual elements and networks of the economic world that enable men to solve personal and social economic problems.

He needs to become acquainted with the part that the Federal Government, and especially the Bureau of Indian Affairs plays in the economic life of the Indian as a whole; and to observe and participate in the economic system of his local community.

SIGN POSTS ALONG THE ROAD OF ECONOMICS

OBJECTIVE SEVEN – DECISION MAKING

To help the students develop a rational process for decision-making, and through practice in the process develop decision-making skills that will relate to a sense of confidence, competence, and fulfillment of their ultimate participation in the world of work.

To assist the students in associating decision making with cause and effect relationships.

To assist the students in recognizing and accepting the outcomes of his decisions.

To prepare the student to ultimately make decisions relating to career direction in planning for immediate and intermediate goals, and long-term career development.

CAREER DECISIONS

DECISIONS – BIG AND SMALL

OBJECTIVE EIGHT – BEGINNING COMPETENCY

To assist students in identifying and developing personal skills that will enhance their eventual employment skills.

The process of communication extends in many directions, and covers an extensive array of capabilities and capacities.

The American Indian students needs to be aware of the multitude of processes and devices that the world of work utilizes in providing career identity, self-identity, and economic understanding.

Language is the primary tool of application in the world of work.

STEPS TO DOORWAY OF CAREERS

BEST COPY AVAILABLE

OBJECTIVE NINE – SKILL DEVELOPMENT

To assist the American Indian student with the location of a placement in career areas, through the development of participation in groups, social-relation awareness and skills, and adjustment skills in the world of work.

To assure that each student leaving or graduating from high school will be assisted in some type of career placement reflective of his strengths and interests - entry level jobs or apprenticeship, junior or community college, technical school, the armed services, or a senior college or university.

To acquaint the student with his personal employable skills, and to assist him in discriminating between those career areas that are/are not peculiar to his strengths and interests.

NOT ALL DOORS ARE OPPORTUNITY DOORS

OBJECTIVE TEN – ATTITUDES AND APPRECIATION

To assist American Indian students in their development to recognize the negative and positive aspects of their attitudes toward their knowledges, skills, and competencies.

To enable students to anticipate changes in themselves as their environments change.

To provide a focal point for the students to continue to plan and to carry out personally satisfying and productive pursuits throughout their lives.

To develop within the students an appreciation for self through an awareness of an internalized value system which includes a valuing of their own career role and the roles assumed and played by others.

To motivate the student to become a self-actualized, self-fulfilling member of the world of work appreciations for his own role and the roles of others.

BUILDING BLOCKS TO A SUCCESSFUL CAREER

CAREER EDUCATION, A PROCESS OF FOUR STEPS

Career education is a systematic process of human development which is best described as occuring in four major areas:

1. Self-concept and self-awareness development
2. Acquiring decision-making skills
3. Developing environmental understanding and awareness
4. Relating to the world of work.

This process requires that a person be aware of himself as a person and have a knowledge of his interests, values, aptitudes, and attitudes. This sets the foundation for the development of a very real picture of self, and also contributes to the person's ability to make rational decisions. The development of self-concept and self-awareness can be enhanced by aiding students in finding answers to such questions as, "Who is this person I call me?" "What is the me-person like?" "How does the me-person change, and what will be the result of change?"

The second area, or second step, is an on-going process in itself, for the student practices what he learns as skills in decision making. This process complements the process of self-concept building. The more competent a person feels about himself the more confident he is in making decisions and taking risks. The key in this area is the availability of alternatives for the student to explore and make decisions concerning.

The third area, or third step, is the process of deciding on a life style. When the phrase "life style" is used it refers to the interaction of values, attitudes, choices, strategies, and behaviors by which an individual establishes goals for self, copes with his environment, and adapts to society. Career education will assist the student in relating his life style to work that is satisfying to him. This is an important area for American Indian students, for their life-style in all probability will be, to some degree, based on a bicultural existence. Because of this the students should be afforded opportunities to make decisions concerning careers that will, not only complement their life style, but enable them to live in an bicultural existence with a sense of positive achievement.

The fourth and final area or step provides views of ways the student may develop a positive relationship between himself and the world of work.

It is easily recognized that these four areas or steps overlap and are interdependent. Therefore, it is apparent also that failure to develop any one of these areas will be detrimental to the career development of the individual students.

With the foregoing in mind, the readers are reminded that a systematic career education program is essential in helping American Indian students achieve a sense of achievement in the direction of career development.

ELEMENTS OF A CAREER EDUCATION PROGRAM

For a career education program to have impact and/to be meaningful for the students there must be a continuing coordination of the efforts of all persons involved in effecting the various elements of that program.

1. **Curriculum Base Related to Career Education.**

The most important element of a career education program is the design of the school curriculum. The basic content of the various subject areas does not need to be changed. Instead a new focus on career implications needs to be infused in those areas in order to provide the student with an understanding of the personal relationships school subjects may have for them.

In the step of self-concept and self-awareness development the curricular input is concentrated on acquiring information about self, others, and work; and in developing positive attitudes toward self, others, and work.

The second and third steps are taken in the middle grades, as the curricular input develops activities to provides a sense of extended awareness that merges with other activities related to the exporation of career areas. Decision-making skills and an understanding and awareness of the various environmental factors assume a greater sense of importance for the students when they are provided with opportunities that will enchance their perspectives of self, others, and the world of work.

The fourth step of relating to the world of work is developed through continued awareness and exploratory activities throughout the high school years, with a gradual change of emphasis that includes the development of a sense of preparation.

It should be a goal for every career education oriented program to equip the students with a sense of adequacy to take the post-high school step, whenever he leaves high school. This step may be immediate entry into the labor force of the world of work, or it may be a continuation of formal education in a vocational-technical school, a college, or a university.

2. **Pupil-Personnel Information Bank.**

The individual school systems involved with a career education oriented program needs to determine what types of information they need in relation to a purpose reflecting the career education philosophy of the school system.

The basic purpose of accumulating information is to provide the individual students and other concerned individuals with meaningful data that will enable them to better understand the individual's strengths, and to make plans and decisions relating to establishing career education goals.

3. **Information, Media, and Resource System.**

This element of a career education program should include the following:

a. A listing of resource persons in the various career areas of the immediate locale, both Indian and non-Indian, who would be willing to give presentations relating to Career choice.
b. A depository of information packets related to career education. Such materials should be organized according to grade-level applicability.
c. A suggested listing of field trips relative to the enhancement of career education.
d. A listing of American Indians on the National scene who have distinguished themselves in the various career areas.

Such a system should be comprehensive in its review of local, regional, and national educational and occupational opportunities. It should be maintained with a sense of ready availability for students, parents, teachers, and all interested persons. It should be kept up-to-date, with the replacement of out-dated material by current material. And it should provide for effective utility in classroom, programatic, and group guidance and counseling activities.

4. **Observation Through Direct Contact.**

An important element of career education is the providing of direct contacts for the students with the world of work. In order for this element to be effected, a cooperative relationship between the school and the "working world" of the community needs to be developed and established.

This is the Career Exploration Phase of the program. Such a phase should provide for a thorough exploration of an occupation through informational materials and the utilization of resource persons. The "field-trip" idea should be extended for the student to spend a day, or some part of the day, observing a "worker" in an occupation. The student should not only observe the worker, but should also talk with the worker in order to develop a more realistic understanding of the occupation.

The development of this phase requires a great deal of personal contact on the part of school personnel with the school system and cooperating employers. This is a key part of the Exploration Phase, for real contacts with the world of work are of more and meaningful value for the student. And especially so for the American Indian student who is limited in his every day observation of the world of work. If each employer in the community cooperated in this phase and provided the students with different views of the various careers available in the world of work, the student would be better able to select an occupation or profession.

A note to remember: If the interest on the part of the work community is only cursory and concerned only with the surface aspects of the possible involvement, such as time, man-power, and the mechanics, and not with the deeper relevance for the futures of the students, it would be best to reinvest the effort elsewhere.

5. **Guidance and Counseling as an Element in the Program.**

As the individual students gain information about themselves through the various other elements of the program they need guided experiences that will place their knowledge in a meaningful perspective and permit them to reflect this knowledge, experiences related to their acquisition of this knowledge, and their ultimate career choice and approach for involvement.

Counseling is meaningful dialogue in which bits of information are made meaningful and personalized for use by the counselee on his own terms. Individual and group counseling should assume an important role in the career education program, for it is through this component, if it is carefully planned, scheduled, and effected, that the total program will have a meaningful and beneficial impact on the student.

Meaningful dialogue between students in which they react to one another's observations and experiences is also an area in which the students will benefit for they will be adding to their individual growth and maturity.

As the student progress through this element of career education they will be led into the next element of educational or occupational placement through individual couseling. These two elements, counseling and placement, are tied closely together, for the ultimate decisions made by the students will reflect the relevancy of the program as they apply their knowledge and experience in a personalized manner for their career selection.

6. **The Element of Educational and Occupational Placement.**

The strength of the program is seen in this element, for as students leave school, either by graduating

or through withdrawal for other reasons, there is a need for assistance in helping the student take the step that will lead him to whatever area of the world of work and careers he has chosen.

Most schools already provide placement services. Students are acquainted with the various colleges, universities, and trade schools within their reach through such activities as "College or Career Days". Assistance is given individual students in making application to the school of their choice. American Indian students in need of financial assistance are guided through the process necessary for securing the necessary aid through the Bureau of Indian Affairs Education Office or other fund granting agencies.

For those students who do not enter into formal academic post-high school program, very little is performed. To extend assistance to ALL students who leave or graduate from school will require the services of many individuals and agencies. Because such extensive services are needed. A goodly percentage of American Indian students who graduate from Bureau of Indian Affairs operated schools, public schools, or Mission schools enter into college level education. However, there are a significant number who do not. For those who do not some type of system needs to be formalized between the school and the State Employment Service personnel, and the business and industrial communities. This system should be developed to the point where students who withdrew from college will feel free to avail themselves of its placement services. The placement activities conducted by a school should be conducted with regard to the supply and demand of the current employment situation whether the students are being placed in a college or technical school, or whether they are entering an apprenticeship program, or embarking on an entry level job.

7. **Research and Evaluation, a Continuing Element of Career Education.**

Any program that is to be effective requires a continuing element of feedback. Such feedback should be structured in include information about students, processes, and outcomes of the program.

Research should be designed to provide data which will assist in answering different questions that may arise. It need not be highly sophisticated, or even statistical in nature, since follow-up studies, surveys, questionnaires, and interviews can be utilized to obtain the general types of information needed for decision concerning program updating and revision. Local norms and expectancy tables may be established after the program has been in effect for a period of time.

The prime purpose held behind the inclusion of the element of research and evaluation in a career education program is to obtain information concerned with the satisfaction or non-satisfaction of student needs. This in turn will assist in describing the effectiveness of the program and procedures utilized in the program.

It must be stressed that each person concerned with the career education program, be they administrator, counselor, teacher, parent, student or individuals and agencies from the world of work, have a responsibility to this particular element of the career education program, for only through a view of the total program will a proper perspective of the effectiveness and operation of the program be obtained.

ROLE RESPONSIBILITIES AND DEFINITIONS

A Career Education program to be functional calls for a system of roles to be played, and an acknowledgement of individual and shared responsibility. The effectiveness of the program not only depends upon a well-structured plan of operations and curriculum goals, but also on the working relationship of the school staff and faculty in their assumption of areas of responsibilities for the delivery system.

In the past career education has been seen as a voluntary infusion of the various elements of career education in the regular school program by interested school personnel. It has also been seen as the sole function of the school counselor, and was given recognition through vocational and occupational counseling classes. Both of these points of view limit the scope of the ultimate benefits of a career education program.

One of the current views of career education calls for a planned infusion of the previously listed objectives in the appropriate grade levels. It calls for a definite implementation of a systematic process of awareness, exploration, and preparation through a studies observance and application of the basic elements for a career education program. Built into this view is a system of shared responsibility.

Following is a listing of role expectations and areas of responsibilities:

1. ADMINISTRATORS

To be a successful component of the overall school program, the career education program must have, not only the support of the administration at all levels, but must also have their active participation in assuming some responsibility.

- **Commitment.** The administration must be committed to the concepts of experimentation, innovation, creativity, and flexibility in program planning and curriculum design.

- **Support.** The administration must provide continual support of the program and active encouragement for all concerned, and especially in relation to the Indian community.

- **Coordinate.** The administration must coordinate the development and operation of a career

education committee composed of members of the working community, parents, students, teachers and other staff members.

- **Facilitate.** The administration must exercise their responsibility for arranging in-service training in the area of career education and human relations; for employment of necessary personnel; and for the availability of facilities and materials necessary for the program's effectiveness.

2. CAREER EDUCATION SPECIALISTS.

Career education specialists may be individuals with special training in this area, however, they may also be any of the following: school or guidance counselor, vocational counselor, elementary counselor, occupational counselor, career development specialist or exploratory teacher, student personnel worker, or placement specialist.

Regardless of their title, the individual should be concerned with the overall implementation of the program, the continuity of the program, and the general effectiveness of the program as it relates to student needs.

- **Commitment.** The individuals in this area must also be committed to the concepts of experimentation, innovation, creativity, and flexibility in program planning and implementation. They are the most logical persons to coordinate the career education program.

- **Support.** They must actively support the program through resource services for staff members, community members, parents, and students, through the areas of human growth and

development and through providing assistance for the infusion of career education materials in the curriculum.

- **Coordinate.** They must coordinate a comprehensive, cumulative pupil-personnel information bank that can be readily utilized by all concerned. They must coordinate a comprehensive information, media, and resource system, in which they have identified readily available resources that may be used to facilitate the career education program.

- **Facilitate.** They must facilitate the essential element of providing direct contacts for the students with the world of work, by coordinating the local applications of the program, and by effecting a comprehensive placement program for all students.

- **Counsel.** They must provide a continual group and individual counseling program to assist students in furthering their understanding of the significance of the acquisition of knowledge, skills, and appreciations through various types of experiences afforded for their growth and development.

- **Home-School Coordination.** Because of the diverse nature of American Indian homes in relation to the world of work, and in relation to the degree of acculturation, it is of preeminent importance for any program related to the American Indian that clear and active lines of communication with the Indian community be maintained. The parents and other members of the Indian community should have an active part in the career education program, serving as resource persons, as members of the steering committee, or as observers who provide feedback and input that is essential to the delivery of services that will ultimately benefit the student.

It is for this reason that the Career Education Specialists must maintain an active liaison

between the school system and the home and community.

3. TEACHERS.

The realized effectiveness of a career education program infused into the regular curriculum depends heavily upon the participation and acceptance of applied responsibility for the program by the teachers. They are responsible for the vital parts of the program at all educational levels.

- **Commitment.** Teachers have to be committed to the concept of career education through the provision of sequential learning experiences that are designed to provide the students with opportunities to make decisions relating to self, others, and the world of work.

- **Support.** They must actively support the program through exercising their expertise in the particular areas of responsibilities assigned to them.

- **Facilitate.** They are responsible for effecting an easy transition of students from home to school, from one school environment to another, and from high school to further education or employment. They are responsible for guiding students to develop a depth of understanding in relation to their personal skills, interests, and values; for facilitating communication between the parents and the school in relation to their understanding of the career development process as it applies to their children.

4. PARENTS, STUDENTS, AND OTHERS.

It is an accepted and important educational premise that parents provide influential role models for children. They are the first "counselors" with whom children come in contact for they discuss general

values as well as ethnic values and work values. They relay an attitude to the children that reflects their valuing of the dignity and worth of the individual.

Research has demonstrated that youth tutoring youth is a means of directing peer influence in a manner that positively contributes to their mutual growth. The effective participation of youth in the program has to be carefully implemented if the program is to have meaning for the student as a beneficiary of the delivery system.

Other individuals, such as members of the work community - employers and employees, retired individuals, professional people - clergy, medical personnel, etc., and other individuals representing the various community agencies, are potential contributors of resources that may be utilized in many ways by the over-all program. Their views, opinions, and observations can be utilized and included in the programmed structure of the career education curriculum.

5. **OTHERS.**

If the program design calls for, and if monies are available for the employment of additional personnel such as vocational educators, then these positions would have be accounted for in relations to the entire program, and their areas of responsibility as members of the career education team spelled out.

SUMMARY

The implementation of a career education program in a school system calls for recognition at two levels:

1. **The Policy Level.** This level involves the support of school boards, and the guidance of the administrators in effecting the career education component as a matter of priority in the total school curriculum.

2. **The Instructional Level.** Instructional activities must be carefully planned through extensive discussion and exchange of ideas. It is in this manner that a sense of continuity will emerge and place the curriculum of the school at the heart of the delivery system.

The total program depends on the cooperative efforts of the entire team: administrators, counselors, teachers, students, parents, and community members associated with the world of work. It is especially crucial that members of the Indian community be involved with, and kept aware of, the planning, coordinating, and evaluation of the total program. Counseling and placement activities are viewed as the cumulation of the career education program, for the impact of the program upon the students will be seen in the operation of these two activities.

CHECK LIST FOR A CAREER EDUCATION PROGRAM

1. Has a philosophical commitment to career education been made by your school system?
2. Has the needs of the students been identified and assessed?
3. Have goal objectives been established for the program?
4. Have the strengths of the school and community been determined in relation to the goal objectives?
5. Have the arguments against curriculum change been settled?
6. Has the work community been contacted, and do they endorse the concept of the program?
7. Has the organizational structure and areas of responsibility been determined?
8. Is an in-service training program for program delivery personnel anticipated?
9. Has a plan for an advisory board been established?
10. Have resource areas been established?

This check list is brief and obviously incomplete. It provides an indication of the great amount of preliminary work that must be accomplished before a school system embarks upon a curriculum change. It is suggested that a check list be devised by those systems who contemplate incorporating a Career Education Program within their school, and that this check list be tailored to their particular situation and community.

Career education, if it is be a continual process in which an individual becomes aware of occupational areas; selects an area of interest; enters into some type of preparation; and finally engage in an actual occupation, must be an integral part of the education system. It calls for the total effort of the home, school, and community in integrating and correlating their personal values, which may be different in an Indian community, with the general values associated with a WORK-ORIENTED society.

CIVIL RIGHTS COMPLIANCE

DISCRIMINATION PROHIBITED - Title VI of the Civil Rights Act of 1964 states:

"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Therefore, Section 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the Department of Health, Education, Education, and Welfare, must be operated in compliance with this law.

A PROJECT CONDUCTED UNDER HEW–OE–G007502312

The material in this publication was prepared pursuant to a grant with the U.S. Office of Education, Department of Health, Education, and Welfare. Points of view or opinions do not necessarily represent USOE policies or positions. This handbook was written by Dr. Donald D. Ross in his private capacity. No official support or endorsement by the USOE is intended or should be inferred.

CAREER EDUCATION AND THE AMERICAN INDIAN

A Handbook for
Schools Providing Services to American Indians

By:
Dr. Donald D. Ross
Career Education Demonstration Project
for American Indian Children
Curriculum/Personnel Resource
Center for Indian Education
School of Education
The University of South Dakota
Vermillion, South Dakota 57069